**W3a-e. Audience and Purpose – Test 3**

1. Match up the techniques to the purpose of the writing – (some techniques

may fit into more than one box).

exaggeration slogans humour rhetorical questions

alliteration imperative sentences short sentences bias

similes and metaphors conjunction sentences technical language

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| To persuade someone to buy/do or agree to something | To explain how something works | To give instructions for making or doing something | To entertain/amuse or engage someone in a story or poem |
|  |  |  |  |

1. Are the sentences below written in formal or informal language?

*I can’t come over tonight as I’m chilling out with my friends.*

*The new computer is designed to improve the school’s marking system.*

*The new plans will include recommendations for improving the environment.*

*I’d love to come and stay ‘cos I’m sure it’ll be fab meeting all your mates.*

1. Can you identify the role of the writers in the following paragraphs? Give a reason for your answer in each case.

*I arrived at the site at 7:32 pm and detected a large crowd beginning to accumulate around the bonfire. At approximately 8:10 pm the first firework was discharged. A safety warning was then issued immediately to the crowd.*

*My mates and I joined the crowds at the bonfire last night. It was brilliant. We got there around seven and we took some fireworks. The fire was massive and my mate Andrew chucked on an old chair. It was a great laugh!*

*The bonfire started at around seven o’ clock last night so after tea we wrapped*

*up warm and walked down to where the crowds had gathered. The fireworks were amazing but we were careful to keep our children at a safe distance.*

1. Can you explain what these idioms and euphemisms mean and then use them appropriately in a sentence:

To say that someone is ‘*in the doghouse’*

To say that someone has ‘*crocodile tears’*

To say that something is ‘like *walking on eggshells’*